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ABSTRACT

This third in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in evaluating students' affective performance and developing items and/or devices for assessing affective performance. The terminal objective for the module is to assess student affective (attitudes) performance in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, performance checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

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ED149096

MODULE

D-3

Assess Student Performance: Attitudes

MODULE D-3 OF CATEGORY D— INSTRUCTIONAL EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CE 014 332

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction The modules are suitable for the preparation of teachers in all occupational areas

Each module provides learning experiences that integrate theory and application, each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers Further information about the use of the modules in teacher education programs is contained in three related documents **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials Over 40 teacher educators provided input in development of initial versions of the modules, over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff James B. Hamilton, Program Director, Robert E Norton, Associate Program Director, Glen E. Fardig, Specialist; Lois Harrington, Program Assistant, and Karen Quinn, Program Assistant Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged Calvin J Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972 Curtis R Finch provided leadership for the program from 1972–1974

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College, Colorado State University, Ferris State College, Michigan, Florida State University, Holland College, P E I , Canada, Oklahoma State University, Rutgers University, State University College at Buffalo, Temple University, University of Arizona, University of Michigan-Flint, University of Minnesota-Twin Cities, University of Nebraska-Lincoln, University of Northern Colorado, University of Pittsburgh, University of Tennessee, University of Vermont, and Utah State University

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553 Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint

Robert E Taylor
Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation The Center fulfills its mission by

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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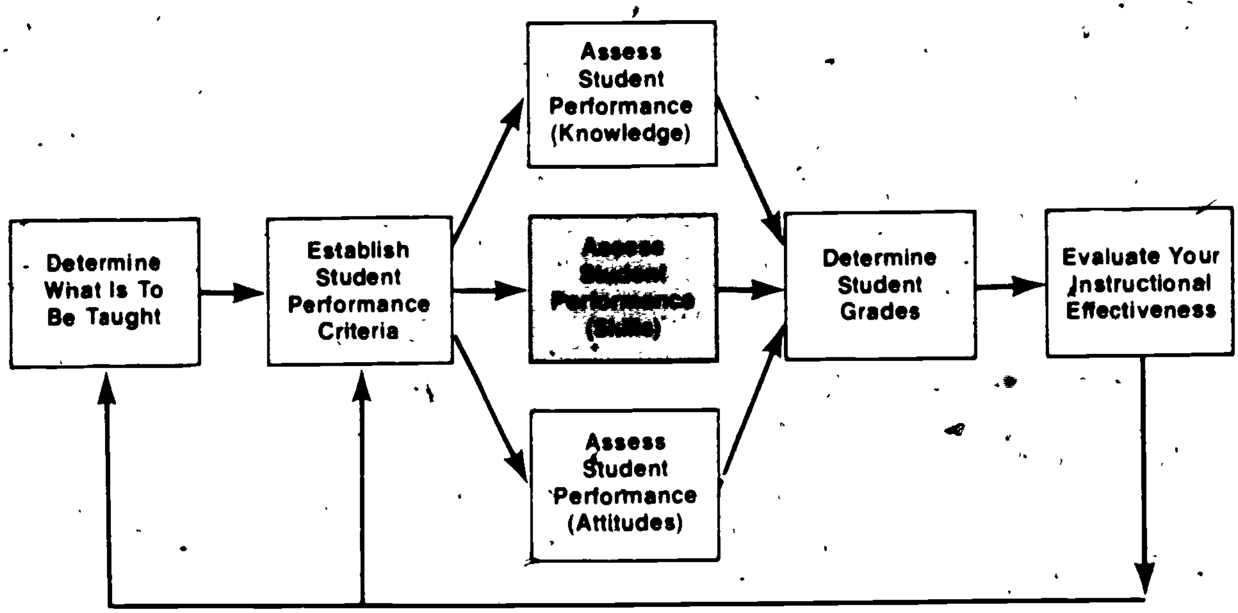
Determine What Is To Be Taught
Establish Student Performance Criteria
Assess Student Performance (Knowledge)
Assess Student Performance (Skills)
Assess Student Performance (Attitudes)
Determine Student Grades
Evaluate Your Instructional Effectiveness

INSTRUCTIONAL EVALUATION PROCESS

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INTRODUCTION

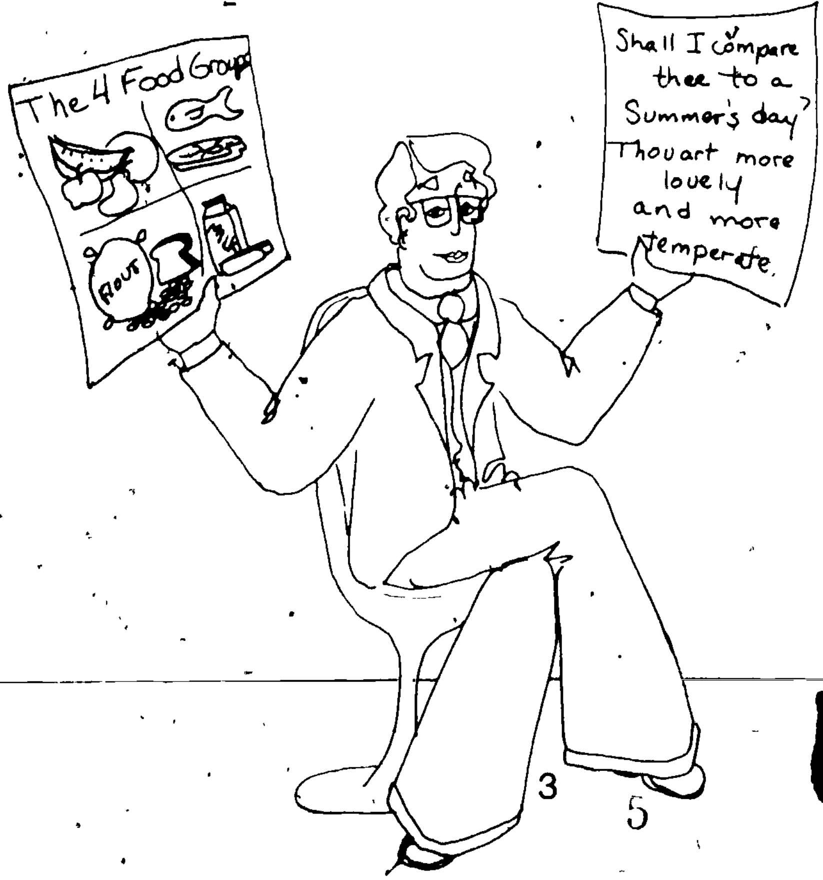
Some information is just good to know—it enriches our lives. However, in vocational education, much of what is taught is knowledge that is applied to daily living. We do not teach the rhyming pattern of an Elizabethan sonnet; rather, we teach the proper meal patterns to maintain a healthy body. We do not teach the contributions made by Leonardo da Vinci to the field of art; rather, we teach the rotation of crops for the preservation of productive soil. We are a practical, applied field.

Being in an applied field means that the information we teach has to be taught so that the **behavior** of the learner **changes.** It isn't enough to teach just the principles of daily dietary needs The students should be so committed to these principles that they eat balanced meals As you know, obesity and poor nutrition are national health problems, people are not utilizing the information they possess

Many employees lose their jobs because of careless personal habits (for example, being late to work), and not because they are inadequate at the skills required on the job These employees know what their working hours are, and are skilled in the tasks required Yet, they fail to hold steady employment. Many theorists attribute this gap between what is known and what is practiced to the **valuing** aspect of human behavior. As vocational educators, we have not adequately prepared some employees to value promptness in personal habits In the case of poor nutritional habits, we have not taught them to value optimal health.

In education, objectives reflecting this valuing aspect of human behavior involve feelings and attitudes that are part of human personality. Educators classify such objectives in the "affective domain" of learning. Krathwohl and others write that this feeling aspect of human behavior is expressed through our "interests, attitudes, appreciations, values, and emotional sets or biases." As in the knowledge area (the cognitive domain), authorities in the field of affective education contend that there are different levels of feelings—from a simple awareness stage to a deep-seated outlook on life.

Can teachers develop instructional objectives that deal with students' attitudes and feelings? Is there any way to evaluate the achievement of such objectives? There are many arguments for and against the evaluation of objectives in the affective, or feeling, domain But, if such student performance objectives are stated in program plans, then the degree of students' achievement of these objectives needs to be assessed. In this module, you will learn the techniques for evaluating student affective performance, you will develop items and/or devices for assessing student affective performance, and you will have an opportunity to apply what you have learned in an actual school situation


The 4 Food Groups
flour
Shall I compare thee to a Summer's day? Thou art more lovely and more temperate.

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ABOUT THIS MODULE

Objectives

[redacted]

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale and techniques for assessing student affective performance (*Learning Experience I*)
2. After completing the required reading, construct five different types of evaluation items and devices to assess achievement of a given affective student performance objective (*Learning Experience II*)

Resources

A list of the outside resources which supplement those contained within the module follows Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time

Learning Experience I

Required

Reference Krathwohl, David R, Benjamin S Bloom, and Bertram B Masia *Taxonomy of Educational Objectives, Handbook II: Affective Domain.* New York, NY: David McKay Company, Inc, 1964.

Optional

Reference Eiss, Albert F. and Mary Blatt Harbeck. *Behavioral Objectives in the Affective Domain.* Washington, DC: National Science Supervisors Association, 1969

Reference Bloom, Benjamin S., J. Thomas Hastings, and George F. Madaus *Handbook on Formative and Summative Evaluation of Student Learning.* St Louis, MO. McGraw-Hill Book Company, 1971.

Reference Mager, Robert F. *Developing Attitude Toward Learning* Belmont, CA Fearon Publishers, Inc, 1968.

A resource person and/or peers with whom you can discuss the readings.

Learning Experience II

Optional

Reference Indiana Home Economics Association. *Evaluation in Home Economics* West Lafayette, IN. IHEA, 1964

A resource person and/or peer to review the evaluation devices and items you construct

Learning Experience III

Required

An actual school situation in which you can assess student affective (attitudes) performance

A resource person to assess your competency in assessing student affective (attitudes) performance

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This module covers performance element numbers 142, 149, 156, 158-160 from Calvin J Cotrell *et al*, *Model Curricula for Vocational and Technical Education Report No V* (Columbus, OH The Center for Vocational Education, The Ohio State University) The 384 elements in this document form the research base for all The Center's PBTE module development

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover

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Learning Experience I

OVERVIEW

Enabling Objective

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Activity

For information on the rationale for assessing student achievement of affective performance objectives, and the techniques for doing so, read the following information sheet:

ASSESSING STUDENT AFFECTIVE PERFORMANCE

There is more to learning than simply acquiring a fund of knowledge. Students in vocational education, of course, need to know facts, data, and procedures, and they must also be able to perform the skills of their occupation. But, a good program of vocational training should also aid students in developing a set of attitudes and a system of values about themselves and their work that will help them become competent and satisfied occupational workers. Vocational teachers need to plan for student attitude change (i e , develop objectives that concern attitudes, feelings, and values), and then they must determine whether those objectives have indeed been achieved

When we speak of attitudes, we refer to a person's system of beliefs, values, and tendencies to act in certain ways. If students believe that their occupation has opportunity for growth and advancement, and that it is better than other occupations, they will tend to come to your class on time, pitch right into their assignments, and look for additional things to do

Networks or groups of related attitudes, beliefs, and feelings form a person's values. Values are ideas of worth, of what is "good" and "bad ". If your students value cleanliness and order, they will help keep the vocational laboratory clean and orderly

Attitudes, feelings, and values are an important part of learning This part is often called the "affective domain" of learning. Instructional objectives dealing with the learning of attitudes and values are called "affective objectives." Objectives in the affective domain "emphasize a feeling tone, an emotion, or a degree of acceptance or rejection "[1]

AFFECTIVE
DOMAIN

Affective objectives are not all of the same order, or level, however. Some aspects of attitudes and values may be described as weak, slight, or superficial. Persons also may hold some attitudes and values that are deep-seated, strong, and personal. Krathwohl *et al.* classify these degrees of feelings into the categories shown in Figure 1

As a vocational teacher, you will probably want to develop objectives at all of the levels of the affective domain.[2] Some objectives may simply be at the awareness level ("the student is aware that dental auxiliaries should be courteous to patients") Others may be much higher ("the student

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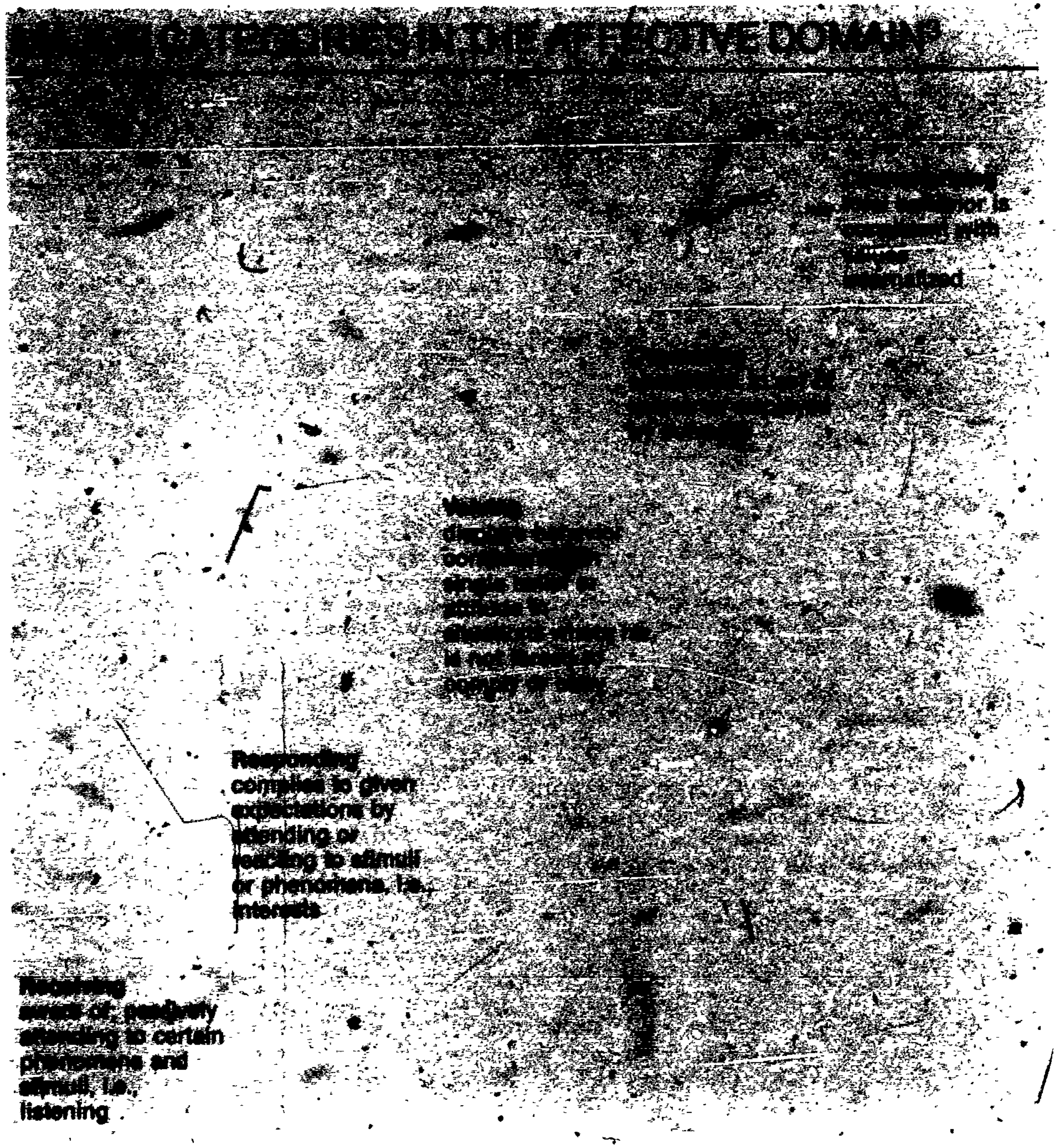
[1] David R Krathwohl, Benjamin S Bloom, and Bertram B Masia, *Taxonomy of Educational Objectives, Handbook II Affective Domain* (New York, NY David McKay Company, Inc , 1964)

[2] To gain skill in developing student performance objectives in the affective area, you may wish to refer to Module B-2, *Develop Student Performance Objectives*

FIGURE 1

MAJOR CATEGORIES IN THE AFFECTIVE DOMAIN[3]


Characterizing: total behavior is consistent with values internalized
Organizing: [illegible]
Valuing: displays behavior consistent with single belief or attitude in situations where he is not forced to comply or obey
Responding: complies to given expectations by attending or reacting to stimuli or phenomena, i.e., interests
Receiving: aware of, passively attending to certain phenomena and stimuli, i.e., listening

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[3] David R Krathwohl Benjamin S Bloom and Bertram B Masia *Taxonomy of Educational Objectives, Handbook II Affective Domain* (New York NY David McKay Company Inc 1964)

9

goes out of his/her way to assist other students in the class with their work").

Notice that attitudes and feelings cannot be observed directly—nobody has ever actually seen or photographed an attitude. The only indication of an attitude or feeling is some form of behavior—what the person does or says. Therefore, when you are writing affective objectives, you should use action verbs that describe the kind of student behavior you are looking for, i.e. the evidence of the desired attitude or value.

You can select action verbs such as those included in the list that follows. These verbs cover affective behaviors in the lower, intermediate, and higher levels of the affective area of learning.

selects
participates
chooses
challenges
attempts
seeks
persists
asks
joins
organizes
evaluates
supports
shares
volunteers
differentiates
assists
attends
complies
practices

visits
objects
argues
submits
praises
defends
tries
rejects
accepts
criticizes
suggests
recommends
promotes
conforms
associates with
helps
listens
discusses
compares

The actions such as the ones listed above should be organized and used at the appropriate level for the students involved. For example, you can't expect students to become enthusiastic about a particular computer program until they understand what it can do in terms of solving complex problems and saving time and effort. First, they must be moved to the stage of awareness. Then they will be ready to accept and, perhaps, value this new idea.

In another example, using the action verbs above, students who are committed to a certain occupational specialty usually (1) **join** the student vocational organization, (2) **participate** at meetings and other functions, (3) **volunteer** for committee assignments, and (4) generally **promote** the activities of the organization. These behaviors are all evidences of achievement of objectives in the affective area of learning

There is much controversy in education over the issue of evaluating achievement of affective objectives, especially if a grade is involved. There are really three positions being taken. one is that the school has no right to teach attitudes or values and judge a student on how he or she feels about something—this is the responsibility of the home and church. Another position is that it is all right to judge students on how they feel, providing you judge students as a group (a class) and not as individuals within the group. The third position is that affective objectives are a legitimate part of the instructional program, and as such, student progress in achieving these objectives should be reported. In many schools, administrative policies control this issue.

It is very important in assessing affective behavior that the privacy and personal concerns of students be safeguarded. You are asking persons to reveal themselves to you, and you must take care to respect their feelings. The students' responses to assessment procedures must be held confidential, and your knowledge of their feelings and emotions must not be used against them.

In the cognitive (or knowledge) domain, we can give paper-and-pencil tests to assess student achievement of learning, and we can ask oral questions.[4] In the psychomotor (or skill) domain, we can ask students to perform a skill, and we can observe them as they perform.[5] But, how can you truly know what a student is feeling, or not feeling? The assessment of student achievement of affective performance objectives is a very difficult task because we tend to hide our feelings or express only socially acceptable ones. If, for example, the objective is for the student to exhibit enthusiasm for the course, and the student is aware of the objective, it is relatively easy for him/her to appear enthusiastic—whether this is genuine or not. For this reason, some teachers do not make their affective objectives public. However, this is not recommended practice. Teachers should not have a "hidden agenda" by which they are judging students. A few suggestions for items and devices that can be used for assessing achievement of affective objectives follow.

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[4] To gain skill in assessing student cognitive performance, you may wish to refer to Module D-2, *Assess Student Performance Knowledge*

[5] To gain skill in assessing student psychomotor performance, you may wish to refer to Module D-4, *Assess Student Performance Skills*

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Assessment Items and Techniques

An **essay** item can be constructed so that it requires a student to describe feelings or beliefs or commitment toward something. If your objective is "to cause students to become **committed to action** (valuing level) regarding the advantages of obtaining a technical education," an essay item may be appropriate, provided it requires students to respond beyond the knowledge level—beyond simply knowing the advantages An example of such an essay item follows.

> A month ago, we studied the advantages of enrolling in a technical education program after completing this course What steps, if any, have you taken toward enrolling or applying for admission to a vocational school?

If a student can't describe a single action taken (e.g., talked with my parents, wrote for admissions information, am earning money, etc), you can infer that he or she has not gone beyond the receiving or awareness level.

A **case study or problem-solving** item can also be used to evaluate achievement of affective objectives. Let's say one objective involves **sharing** the responsibility of keeping the laboratory clean. This objective could be stated at an affective level by requiring students to respond positively to, and perhaps even value, a clean, orderly, and safe laboratory Let's say that you, as the teacher, want some assurance that the students are committed to the objective before they actually participate in the laboratory. You could give students the following problem-solving item

> You are using a blow torch in the welding area of the shop You look up and see that the bell for class dismissal will ring in five minutes What are you going to do the last five minutes before the bell rings?

If the student mentions only turning off the blow torch and picking up his/her books for the next class, you could question whether he/she values a clean, orderly, and safe laboratory.

Another assessment technique for obtaining insights into a student's achievement in the affective domain is the **structured interview.** The structured interview is held on a one-to-one basis in private, but it is carefully organized to be sure that the student has an opportunity to express his/her attitudes and feelings on predetermined questions. For example, if you and your students decide that an objective they want to achieve is "to contribute to the community," then a structured interview may be appropriate. The structured interview is conducted with one student at a time and is recorded. (Some teachers use a tape recorder for this purpose) In preparation for the interview, you need to construct a set of questions or problems to which you want the students to respond Some of the items that might appear on your question sheet for the structured interview for this affective objective follow

QUESTION SHEET
HOW?
WHEN?
WHY?

- Did you contribute any of your time, money, and talents for a community project?
- Did you help any of your neighbors?
- Did you use any of your work skills to help someone in need? Was it free of charge?

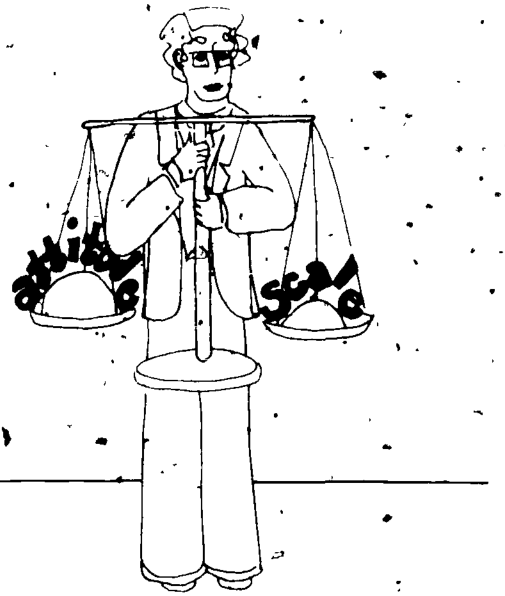
The **unstructured interview** is another technique that can be used to evaluate achievement of affective objectives In effect, this is simply a conversation between you and the student in which you bring up the topics that you want the student to talk about This technique could be used to evaluate the objective mentioned above You would not have the written list of questions to follow during the interview, but you would still record the interview In an unstructured interview, you will want the student to know the purpose of the interview and will assist the student in expressing his/her feelings If a student is unable to express his/her feelings during this type of interview, you may want to try another type of evaluation technique.

An **oral** examination could be used to evaluate student achievement of affective objectives within the classroom or laboratory setting. You will need to be very careful in your choice of questions because expressions of feelings can become uncontrollable. If you have an affective objective in which students learn to "**evaluate** their on-the-job progress," an oral examination would be an effective means of judging student achievement, providing the students have been on the job long enough to realize their progress.

Many teachers ask questions during their teaching, but this use of questioning is not an oral examination. Rather, it is a teaching technique. When an oral examination is used for evaluation purposes, you should write out the questions beforehand and record in writing or on tape the responses made by students.

There are many types of **attitude scales** that can be developed to assess student achievement of affective performance objectives. One type is a **rating scale** in which students are asked to rate how strongly they feel about a statement, from "strongly agree" to "strongly disagree." If you are trying to teach the concept that "the customer is always right," you may want to construct an attitude scale such as that in Sample 1.

Another form of attitude scale that could be used to assess achievement of student affective objectives is called a **semantic differential scale.** Students are asked to rate, according to their feelings, two opposing words or ideas. If a student objective is centered on "appreciation of the value of listening to the livestock market report," then a scale such as that shown in Sample 2 could be used.



A **checklist** for recording observations of students while at school and on the job is an excellent evaluation technique for assessing student affective performance. You may need to locate or develop several checklists, because each checklist should focus upon a specific objective. If one of the objectives is for students to value being on

SAMPLE 1

RATING SCALE

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I'd smile even though I didn't like what a customer said to me	SA	A	N	D	SD
2. I'd tell a customer he or she was wrong even though I might not make a sale	SA	A	N	D	SD

SAMPLE 2

SEMANTIC DIFFERENTIAL SCALE

Worthwhile — — — — — — — **Useless**
1 2 3 4 5 6 7

Timely — — — — — — — **Dated**
1 2 3 4 5 6 7

time, then the use of a checklist such as in Sample 3 could assist you in assessing the student's performance.

The approach and techniques you select will depend largely upon the particular objectives and behavior you wish to evaluate You may want to give an attitudinal pretest, you may want to plan to use more than one type of evaluation device for each objective, or you may decide to use an attitudinal checklist at various times throughout the year For example, if you are interested in how students' attitudes toward being a typist changed between the beginning and the end of a typing course, you would probably use a specially designed attitudinal test on a pretest and post-test basis

In another situation, you may want to assess students' progress toward acquiring positive work habits while they are employed in a cooperative education work setting In this instance, you may have developed an attitudinal checklist covering items such as employer-employee relations, punctuality, grooming and dress, and asked the on-the-job instructors to periodically rate the students using this

Many affective objectives can be assessed through more informal means such as observation of work habits, analysis of comments made by the students, etc The main point to remember is that you should select the most appropriate technique(s) to assess achievement of the objective of concern

SAMPLE 3

CHECKLIST

Behaviors for week of ________	Students							
1. In seat when bell rings								
2. Has materials needed for class								

Optional Activity

For further insight into the assessment of student affective performance, you may wish to read Eiss and Harbeck, *Behavioral Objectives in the Affective Domain*, pp 18–22 and 32–41; Bloom, Hastings, and Madaus, *Handbook of Formative and Summative Evaluation of Student Learning*, pp. 235–244, and Mager, *Developing Attitude Toward Learning*.

Activity

To familiarize yourself with the affective taxonomy, read Krathwohl, Bloom, and Masia, *Taxonomy of Educational Objectives, Handbook II. Affective Domain*, pp. 176–185.

Optional Activity

You may wish to arrange to meet with your resource person and/or peers who are also taking this module. At this meeting, you could (1) discuss further the concepts presented in the reading(s), (2) review existing affective objectives located in curriculum guides, textbooks, task analyses, etc., or (3) attempt to generate affective objectives at a variety of levels for your service area and/or occupational specialty

Activity

The following items check your comprehension of the material in the information sheet, Assessing Student Affective Performance, pp. 6–12, and in the Krathwohl *et al.* reading.

SELF-CHECK

I. Matching:

In the left-hand column are five descriptions of evaluation devices or items. In the right-hand column are the names of seven evaluation devices or items On the line to the left of each description in Column A, write the letter of the term in Column B that best matches the description.

Column A

______1. records observed affective behaviors

______2. students indicate how strongly they feel about a statement

______3. students state in writing how they would respond or react to a particular situation

______4. student is asked a planned series of questions in private

______5. students indicate how they feel about two opposing words or ideas

Column B

A. Rating Scale

B. Structured Interview

C. Oral

D. Essay Item

E. Problem-Solving Item

F. Checklist

G. Semantic Differential Scale

II. Essay:

The following items require a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item

1. You have just been introduced to the concept of affective performance objectives in vocational education. Do you believe that they have a place in vocational education? Is it possible to "measure" feelings? Explain your position in writing, including at least two justifications for your position.

2. Write an affective student performance objective in your occupational specialty, and indicate the **level** of the affective domain to which this objective belongs.

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Feedback

Compare your written responses on the Self-Check with the Model Answers given below. For part I, your responses should exactly duplicate the model responses. For part II, your responses need not exactly duplicate the model responses, however, you should have covered the same **major** points.

MODEL ANSWERS

I. Matching:

1. F
2. A
3. E
4. B
5. G

II. Essay:

1. There is no one correct answer for this item However, you should have considered the following areas
   - Occupational competency involves more than knowing facts or being able to perform skills. Workers need certain attitudes, values, or feelings in order to perform successfully (e g., they need to value punctuality, safety, and cooperation)
   - If attitudes and values are important to success in the occupation, then vocational teachers need to develop and assess the achievement of affective objectives.
   - Feelings and attitudes are difficult to measure, but we can observe a person's behavior and, to a great extent, determine by what he/she says or does what his/her attitudes, values, and feelings are
2. Check the verb in your objective. Does it reflect a feeling or appreciation tone? Is the student simply required to be **aware** of something, or is he/she required to strongly value it? Look back to the listing of verbs on p. 8 of the information sheet, and at the material in the Krathwohl *et al.* reading, as a check

LEVEL OF PERFORMANCE: For part I, your completed Self-Check should have exactly duplicated the model responses. For part II, your completed Self-Check should have covered the same **major** points as the model responses If you missed some points or have questions about any additional points you made, review the material in the information sheet, Assessing Student Affective Performance, pp 6–12, and/or the Krathwohl *et al* reading, or check with your resource person if necessary.

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NOTES

Learning Experience II

OVERVIEW

Enabling Objective

After completing the required reading, construct five different types of evaluation items and devices to assess achievement of a given affective student performance objective.

Activity

You will be reading the information sheet, Constructing Evaluation Devices and Items to Assess Achievement of Affective Objectives, pp. [illegible].

Optional Activity

You may wish to read the supplementary reference, *Evaluation in Home Economics*, pp. 14–89.

Optional Activity

You will be constructing five evaluation items and devices to assess achievement of a given affective student performance objective.

Optional Feedback

You may wish to ask a peer or your resource person to offer suggestions to improve the evaluation devices and items you construct.

Feedback

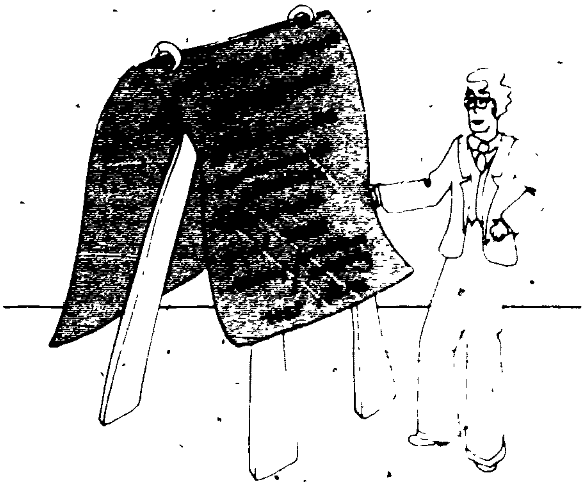
You will be evaluating your competency in constructing evaluation items and devices, using the Evaluation Checklist, pp. 25–27.

Activity

For information on the different types of evaluation devices and items used in assessing student affective performance, and on the procedures for constructing these devices and items, read the following information sheet:

CONSTRUCTING EVALUATION DEVICES AND ITEMS TO ASSESS ACHIEVEMENT OF AFFECTIVE OBJECTIVES

Achievement in the affective area of learning is frequently evaluated by the use of **devices—attitude scales** and performance **checklists**. Student achievement of affective objectives can also be evaluated by using **items** such as **structured** and **unstructured interviews, oral tests**, and **essay** and **problem-solving** test items.



Generally, the first step in the process of evaluating student achievement of affective objectives is to examine your unit and lesson objectives to see if performance in the affective domain is involved, either directly or indirectly. Most vocational education objectives cannot be classified in just one learning domain. For example, we don't teach learners just how to type so many words a minute—we teach them how to be **typists**.

The affective aspect of this basically psychomotor objective requires a commitment by the learner to "try harder," and is, therefore, classified as partially in the affective domain of learning. Thus, look for words in your objectives that imply standards and values.

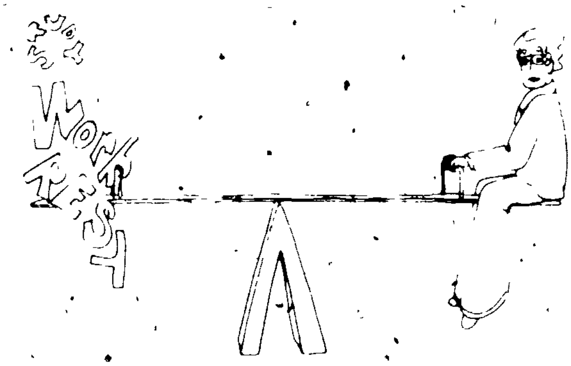
The second step is to determine what evaluation technique(s) (devices, items) to use to measure student progress toward achieving the objective(s). The third step is to construct the devices and items you have selected.

Types and Construction of Devices and Items

Essay items may be used to assess student achievement of affective objectives in the upper levels of the affective domain—**Valuing, Organization, Characterization by a Value or Value Complex** (see Figure 1 in Learning Experience I). For example, if some of your students have not regulated their lives to get a balance between school hours, working hours, and rest hours, one of your objectives might be for students "to realize the value of regulating hours to meet the demands of all their activities." An essay item that will evaluate (in part) students' achievement of this affective objective follows.

> John Combs is enrolled in the automobile transmission rebuilding program at Suburban Technical Center. He drives to school where he spends four hours studying. Plan a daily activities time schedule for John, following the criteria developed in class, and using your own experience when following the personal plan you developed in class. Ten points will be awarded for a completed plan that involves all of the criteria.

This essay item could give some evidence of student progress toward achievement of the affective objective—one can infer that if students write realistic plans for "John Combs," they are probably living lives according to the plans they developed in class, or at least may be beginning to value the need for living a balanced life.



As you can note, this essay item states the situation in the first three sentences The fourth sentence tells the students what they are to do—"plan a daily activities time schedule" The essay item then specifies the guides to follow—"criteria and own experience" Lastly, the details for evaluating are stated—"10 points for applying all the criteria"

If you have a number of essay items in a test, you will need a set of general directions in which you tell students (1) the length of time for completing the test, and (2) the total value of all items and grade weighting (for example, if the total points on the test are 80, then A = 76–80, and B = 70–75, etc.) If you want them to write their responses on a separate piece of paper, this information should be included Any other information that is needed (e g., "write in pencil") should be specified in the directions

The use of, and the rules for constructing, the essay item also apply to **problem-solving** or **case study** items Like the essay items, problem-solving items can assess the achievement of objectives in the upper levels of the affective domain—**Valuing, Organization, Characterization by a Value or Value Complex.** Problem-solving case study items call upon students to place themselves in a situation, or react to a situation, in which their prior experience is required to solve the problem or evaluate the situation The statement of the item should describe the situation, what the student is to do, and the end expectations The essay item discussed earlier could be worded as follows to become a problem-solving item

> John Combs is enrolled in the automobile transmission rebuilding program at Suburban Technical Center He drives to school where he spends four hours in class. He then drives to work where he spends four hours John has been late to work three times this week What would you suggest to help John solve this problem? Ten points will be awarded for a well-conceived plan

An **oral examination** could also be used to assess achievement of affective objectives Oral test items can be developed for all levels in the affective domain from **Receiving (Attending)** through **Characterization by a Value or Value Complex.** In using this type of evaluation technique, special care must be taken to avoid embarrassing the student, especially since the student's response will normally be made in front of the entire class If one of the objectives has to do with "getting along with the on-the-job instructor," you could give the test in private The question could be stated as follows "How are you getting along with (*on-the-job instructor's name*)?" You may wish to follow up this question with another question such as "Why do you feel this way?" or "What has happened to make you feel this way?"

will you please
tell me why
you FEEL this way

Again, the oral questions should be planned and written down before the test begins, and possible student responses should be recorded Since the question in the previous paragraph could have either a positive response ("We're really getting along fine") or a negative response ("I can't stand him"), the follow-up questions should be planned for both types of responses

Attitude scales are an excellent way of getting an accounting of students' interests and feelings at all levels of the affective domain (See Samples 1 and 2 in Learning Experience I) The results of an attitude scale will give you an indication of how students feel However, a disadvantage of any teacher-made attitude scale is that it is so easy for students to fake their feelings

One form of attitude scale is the **rating scale.** In the affective domain, these scales usually have five ratings for each statement, from "strongly agree" to "strongly disagree" Most authorities indicate that a rating scale should include not less than three, or more than seven, ratings for each statement Since students need to value an object, or a job, or a friend, or a teacher, etc , before they can strongly agree or strongly disagree, rating scales are probably best for the upper levels of objectives classified in the affective domain, although this is not a hard-and-fast rule

General directions are needed for the group of attitudinal statements you want students to rate. All of the ratings should be located in a horizontal column either before or after each of the statements, as shown in the partial rating scale in Sample 4. Some authorities suggest that the sequence of the agree/disagree statements should be scrambled so that students do not establish a pattern in their ratings. If you decide to do this, be sure this information is in the directions.

Another type of attitude scale is called a **semantic differential** technique—two opposing or opposite words or ideas spaced along a line. (See Sample 2 in Learning Experience I.) It is important that you select words or phrases that are (1) directly related to the attitudes that you are attempting to measure, and (2) truly opposite to each other, not just somewhat different. If you have a group of students who wanted to learn to be more cooperative with people in authority positions, you might use this technique to see what progress or achievement they are making. Again, a general set of directions is needed before you construct the opposite words (see Sample 5 for a portion of a semantic differential scale).

From the examples of these types of attitude scales, you can probably see how difficult it would be to translate the results into grades. However, you can assign a point value to each space on the line, with the **desired attitude** worth **six**, and the undesired attitude **zero.** Adding all the points in the test and dividing by the number of items will give you an average score for each student. By giving a pretest and post-test, and computing the class average on each, you can determine the amount of attitude change that has resulted from a unit of work.

In some school systems, teachers must provide written comments about the progress students are making. You will find that attitude scales can be a valuable tool to serve this purpose.

An excellent way to develop an attitude scale is to listen to the words, statements, etc., of your students which reveal or relate to their attitudes and values; write them down on index cards; and build the scales using some of these items. A scale developed in this way will be much more realistic to the students.

SAMPLE 4

RATING SCALE

Directions: You are to circle how you feel about the following aspects of your on-the-job training. If you strongly agree with the statement, circle the SA. If you agree with the statement, circle the A. If you are undecided, circle the U. If you strongly disagree with the statement, circle the SD. If you disagree with the statement, circle the D. You have 15 minutes to react to the 50 statements.

Example: I wish I had more time for my on-the-job training	[✓ **SA**]	**A**	**U**	**D**	**SD**
1. I wish my on-the-job training had started during my freshman year	**SA**	**A**	**U**	**D**	**SD**
2. I wish my on-the-job instructor would explain more things to me	**SA**	**A**	**U**	**D**	**SD**

SAMPLE 5

[illegible] DIFFERENTIAL SCALE

[illegible] cooperation with your teachers and your [illegible] below. You can rate how you feel about [illegible] (✓) [illegible] on the seven spaces between each [illegible]

[illegible] how you feel, place a ✓ in the blank nearest the term.

Hot _ _ _ _ _ _ ✓ **Cold**

[illegible] rather adequately how you feel, place a ✓ in the blank two spaces [illegible]

Hungry _ ✓ _ _ _ _ _ **Full**

If one of the terms describes somewhat how you feel, place a ✓ in the blank three spaces from the term.

Sleepy _ _ _ _ ✓ _ _ **Rested**

If you are undecided or have no feelings related to the terms, place a ✓ in the middle space.

Healthy _ _ _ ✓ _ _ _ **Sick**

You have 15 minutes to respond to this set of 50 opposite terms.

1. Smile _ _ _ _ _ _ _ Frown
2. Like _ _ _ _ _ _ _ Dislike

Another evaluation device is the **checklist**. The checklist can be used to record observed student behaviors in the affective domain. This method of observing and recording affective behavior patterns over a period of time is one of the best techniques for evaluating achievement of students. You can record all levels and kinds of affective behavior, such as student inattention, participation in class discussion, cooperation with others, or increased attention to personal appearance.

There are many forms the checklist could take In Sample 3 in Learning Experience I, specific behaviors are stated in the left-hand column and the names of the students would appear in the columns to the right; the date when the behavior is observed is also recorded. In another type of checklist, an individual checklist is developed for each student to keep a record of his/her own actions, as in the partial checklist shown in Sample 6

You will find that students like to keep a record of their own behaviors, especially when they have helped to develop the checklist. These checklists are also valuable for you to have for conferences with students

There are standardized attitude tests you could use for obtaining likes and dislikes of students. You can check with the guidance personnel in your school to see if such tests have been given to the students. If so, you could discuss the results with the guidance counselor.[6]

Constructing and Administering a Test

All of the elements that make a good evaluation test and/or technique apply to assessing the achievement of **affective** objectives. The test must be valid—do what it is supposed to do. It must be reliable—do consistently what it is supposed to do. It must be discriminating—reveal true progress of students. It must be comprehensive—cover the objectives. It must be easy to score.[7]

If your assessment of student affective performance is to be valid, reliable, and fair, you must be sure that (1) the device or item you select truly evaluates the learning specified in the objectives, (2) the rules for constructing the device and/or item are followed, (3) an inflexible key is developed prior to administration of the essay, oral, and problem-solving test items, and (4) the environment for taking the test and filling in an evaluation device is controlled

In the administration and scoring of the test, the objective is to emphasize fairness to each student. Here are a few practices that aid in conducting a fair test. Prepare the test far enough in advance so that (1) copies can be made for each student, (2) time estimates can be made for completing each section and this information can be added to the test, (3) directions for completing the different types of items can be tried out and modified as needed, and (4) the key for scoring can be made out.

When the test is administered, create an atmosphere that allows students to concentrate on taking the test. See that the room is reasonably quiet and free from distractions, that the temperature is comfortable, and that the lighting is adequate. Give any instructions prior to handing out the tests. Explain the purpose of the test, how it will be graded, and any instructions not included in the written directions. You may want to have students raise their hands when help is needed, and then move in response to their request rather than having the students come to you.

Some of the evaluation devices, such as the attitude checklist, will not be filled in or completed in a class period, but you should still discuss with students the purpose of the device and how to use it, and ask for questions if the students are to check on their own performance.

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[6] To gain skill in gathering data about your students interests and preferences, you may wish to refer to Module B–1, *Determine Needs and Interests of Students*, and Modules F–1, F–2, and F–3 in Category F Guidance

[7] To gain skill in the techniques and procedures for developing, administering, and scoring valid, reliable, and fair tests, you may wish to refer to Module D–2, *Assess Student Performance Knowledge*

SAMPLE 6

INDIVIDUAL CHECKLIST

Name ____

Directions: Record the date and time when behavior occurs in school in the columns to the right of the behavior statement.

Behavior	**Date and Time**
1. Joined in class discussion	
2. Had assignment done on time	
3. Volunteered to do something	

Optional Activity

For further information on selecting and constructing evaluation devices, you may wish to read *Evaluation in Home Economics*, pp 14–89

Optional Activity

Construct a checklist, an attitude scale, an essay item, a problem-solving/case study item, and either a structured interview or an oral test to assess student achievement of the following objective

"Student trainees will demonstrate a cooperative attitude toward fellow workers and supervisors."

Optional Feedback

You may wish to ask some of your peers and/or your resource person to critique the evaluation items and devices you have developed Discuss the suggested changes, and then make any necessary revisions

Feedback

After you have constructed your evaluation devices and items, use the Evaluation Checklist, pp. 25–27, to evaluate your work.

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EVALUATION CHECKLIST

Name ____________________

Date ____________________

Resource Person ____________________

Directions: Place an X in the YES or NO box to indicate whether the items and devices met or did not meet each applicable criterion. If criteria # 15–23 or 24–31 are not applicable, place an N/A in the YES box.

Essay Item	**Yes**	**No**
1. The item is worded so responses will reveal student progress toward achieving the objective	☐	☐
2. The item is designed to assess achievement in the upper levels of the affective area	☐	☐
3. The item does not call for or allow a simple "yes" or "no" response	☐	☐
4. Specific directions are given that would be helpful to the student in structuring an answer	☐	☐
5. The item is written at the students' comprehension level	☐	☐
6. The points to be given for an acceptable response are specified	☐	☐
7. Acceptable responses are identified	☐	☐
Problem-Solving Item		
8. The problem is stated so responses will reveal student progress toward achieving the objective	☐	☐
9. The problem is designed to assess achievement in the upper levels of the affective area	☐	☐
10. The problem reflects a practical and realistic situation	☐	☐
11. The problem is written at the students' comprehension level	☐	☐
12. Specific directions are given that would be helpful to the student in structuring an answer	☐	☐
13. The points to be given for an acceptable solution are specified	☐	☐
14. Possible acceptable solutions for the problem are identified prior to its use	☐	☐
Oral Item		
15. The item is worded so responses will reveal student progress toward achieving the objective	☐	☐

	Yes	No
16. The possible response could not be a simple "yes, I agree," or "no, I don't agree"	☐	☐
17. The response will not be embarrassing for the student to make	☐	☐
18. Specific directions are planned that would be helpful to the student in structuring a response	☐	☐
19. Wording of the oral question is at the student's level of comprehension	☐	☐
20. Acceptable responses are identified	☐	☐
21. Points to be given for acceptable responses are specified	☐	☐
22. Possible student responses are identified	☐	☐
23 Possible follow-up questions are planned	☐	☐

Structured Interview

24. The items to be asked during the interview will assess student progress toward achieving the objective	☐	☐
25. The items for the interview are in a logical sequence	☐	☐
26. Specific directions are planned that would be helpful to the student in responding during the interview	☐	☐
27. Each item is worded at the student's comprehension level	☐	☐
28. A method of recording responses is specified	☐	☐
29. Acceptable responses are identified	☐	☐
30. Possible student responses are identified	☐	☐
31. Possible follow-up questions are planned	☐	☐

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Attitude Scale	**Yes**	**No**
32. The items on the scale are designed to reveal student progress toward achieving the objective	☐	☐
33. All items are at the comprehension level of the students	☐	☐
34. Directions are clearly stated and define or describe the ratings to be used	☐	☐
35. Items are logically sequenced	☐	☐
36. The scale includes at least three, but no more than seven, ratings for each statement or set of words or ideas	☐	☐
37. Acceptable responses are identified prior to using the device or scale	☐	☐
38. The points to be given for acceptable responses are specified	☐	☐

Checklist		
39. Items on the checklist are worded so that responses will reveal student progress toward achieving the objective	☐	☐
40. Directions are clearly stated	☐	☐
41. Space is included for the student's name and the date the behavior occurred	☐	☐
42. Items are logically arranged in the checklist	☐	☐
43. Acceptable responses are identified	☐	☐

LEVEL OF PERFORMANCE: All applicable items must receive YES responses. If any item receives a NO response, review the material in the information sheet, Constructing Evaluation Devices and Items to Assess Achievement of Affective Objectives, pp 18–23, revise your work accordingly, or check with your resource person if necessary

NOTES

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Learning Experience III

FINAL EXPERIENCE

Terminal Objective

[illegible]

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*For a definition of "actual school situation, see the inside back cover

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Assess Student Performance: Attitudes (D-3)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box

Name

Date

Resource Person

LEVEL OF PERFORMANCE

	N/A	None	Poor	Fair	Good	Excellent
In developing a test(s) to assess student affective performance, the teacher:						
1. identified objectives in the affective (attitudes) area . . .	☐	☐	☐	☐	☐	☐
2. identified types of test devices and/or items appropriate for assessing achievement of the performance objectives	☐	☐	☐	☐	☐	☐
3. developed each device or item to assess achievement of the identified objectives, including						
a. wording the item or device so that responses will reveal student progress toward achieving the objective	☐	☐	☐	☐	☐	☐
b. developing clear and concise directions for each type of test item or device	☐	☐	☐	☐	☐	☐
c. wording the item or device at the students' comprehension level	☐	☐	☐	☐	☐	☐
d. identifying acceptable responses or solutions prior to using the item or device	☐	☐	☐	☐	☐	☐
e. determining the points to be given for acceptable responses or solutions	☐	☐	☐	☐	☐	☐
4. developed an essay test item(s) which						
a. is designed to assess achievement in the upper levels of the affective area	☐	☐	☐	☐	☐	☐
b. does not call for or allow a simple "yes" or "no" response	☐	☐	☐	☐	☐	☐
c. specifies the points to be given for an acceptable response	☐	☐	☐	☐	☐	☐
d. clearly specifies what the student is to do and/or what guidelines he/she should follow in structuring a response	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
5. developed a problem-solving/case study test item which:						
a. is designed to assess achievement in the upper levels of the affective area	☐	☐	☐	☐		
b. reflects a practical, realistic situation	☐	☐	☐	☐		
c. clearly indicates what the problem is	☐	☐	☐	☐		
d. specifies the points to be given for an acceptable solution	☐	☐	☐	☐		
6. developed an oral test item which:						
a. does not call for a simple "yes, I agree," or "no, I don't agree" response	☐	☐	☐	☐		
b. would not be embarrassing for the student to answer	☐	☐	☐	☐		
c. is designed to be used in the classroom/laboratory setting	☐	☐	☐	☐		
d. includes follow-up questions for possible student responses	☐	☐	☐	☐		
e. specifies a method of recording student responses	☐	☐	☐	☐		
7. developed a structured interview which:						
a. includes a logical sequence of questions or problems	☐	☐	☐	☐		
b. specifies a method of recording student responses	☐	☐	☐	☐		
c. is designed to be conducted in a conference setting with one student at a time	☐	☐	☐	☐		
d. includes follow-up questions for possible student responses	☐	☐	☐	☐		
8. developed an attitude scale which:						
a. includes a logical sequence of items	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
b. includes at least three, but not more than seven, ratings for each statement, or set of words or ideas	☐	☐	☐	☐	☐	☐
c. clearly defines or describes the ratings to be used	☐	☐	☐	☐	☐	☐
9. developed a checklist which.						
a. includes a logical sequence of items	☐	☐	☐	☐	☐	☐
b. contains space for the student's name and the date the behavior occurred	☐	☐	☐	☐	☐	☐
10. administered the test(s) to students, including						
a. arranging the physical environment so it was suitable for test-taking	☐	☐	☐	☐	☐	☐
b. explaining the use of the test in a non-threatening way	☐	☐	☐	☐	☐	☐
c. giving specific instructions for how to proceed	☐	☐	☐	☐	☐	☐
d. having all needed testing materials and supplies ready for distribution	☐	☐	☐	☐	☐	☐
e. allowing sufficient time for the test to be completed	☐	☐	☐	☐	☐	☐
f. answering students' questions during the test in a manner that did not disturb the total group . . .	☐	☐	☐	☐	☐	☐
g. recording student responses during an oral test or structured interview	☐	☐	☐	☐	☐	☐
h. following up on student responses during an oral test or structured interview	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

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ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience The final experience in each module **always** requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience

Options for recycling are also available in each of the learning experiences preceding the final experience Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person

Terminology

Actual School Situation . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i e , when you have access to an actual school situation

Alternate Activity or Feedback refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty refers to a specific area of preparation within a vocational service area (e g , the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity)

Optional Activity or Feedback refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience

Resource Person refers to the person in charge of your educational program, the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module

Student refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution

Vocational Service Area refers to a major vocational field agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education

You or the Teacher refers to the person who is taking the module

Levels of Performance for Final Assessment

N/A The criterion was not met because it was **not applicable** to the situation,

None . **No attempt** was made to meet the criterion, although it was relevent

Poor . The teacher is unable to perform this skill or has only **very limited ability** to perform it

Fair The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it

Good The teacher is able to perform this skill in an **effective** manner

Excellent The teacher is able to perform this skill in a **very effective** manner

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A–1 Prepare for a Community Survey
A–2 Conduct a Community Survey
A–3 Report the Findings of a Community Survey
A–4 Organize an Occupational Advisory Committee
A–5 Maintain an Occupational Advisory Committee
A–6 Develop Program Goals and Objectives
A–7 Conduct an Occupational Analysis
A–8 Develop a Course of Study
A–9 Develop Long-Range Program Plans
A–10 Conduct a Student Follow-Up Study
A–11 Evaluate Your Vocational Program

Category B: Instructional Planning

B–1 Determine Needs and Interests of Students
B–2 Develop Student Performance Objectives
B–3 Develop a Unit of Instruction
B–4 Develop a Lesson Plan
B–5 Select Student Instructional Materials
B–6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C–1 Direct Field Trips
C–2 Conduct Group Discussions, Panel Discussions, and Symposiums
C–3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C–4 Direct Students in Instructing Other Students
C–5 Employ Simulation Techniques
C–6 Guide Student Study
C–7 Direct Student Laboratory Experience
C–8 Direct Students in Applying Problem-Solving Techniques
C–9 Employ the Project Method
C–10 Introduce a Lesson
C–11 Summarize a Lesson
C–12 Employ Oral Questioning Techniques
C–13 Employ Reinforcement Techniques
C–14 Provide Instruction for Slower and More Capable Learners
C–15 Present an Illustrated Talk
C–16 Demonstrate a Manipulative Skill
C–17 Demonstrate a Concept or Principle
C–18 Individualize Instruction
C–19 Employ the Team Teaching Approach
C–20 Use Subject Matter Experts to Present Information
C–21 Prepare Bulletin Boards and Exhibits
C–22 Present Information with Models, Real Objects, and Flannel Boards
C–23 Present Information with Overhead and Opaque Materials
C–24 Present Information with Filmstrips and Slides
C–25 Present Information with Films
C–26 Present Information with Audio Recordings
C–27 Present Information with Televised and Videotaped Materials
C–28 Employ Programmed Instruction
C–29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D–1 Establish Student Performance Criteria
D–2 Assess Student Performance Knowledge
D–3 Assess Student Performance Attitudes
D–4 Assess Student Performance Skills
D–5 Determine Student Grades
D–6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E–1 Project Instructional Resource Needs
E–2 Manage Your Budgeting and Reporting Responsibilities
E–3 Arrange for Improvement of Your Vocational Facilities
E–4 Maintain a Filing System
E–5 Provide for Student Safety
E–6 Provide for the First Aid Needs of Students
E–7 Assist Students in Developing Self-Discipline
E–8 Organize the Vocational Laboratory
E–9 Manage the Vocational Laboratory

Category F: Guidance

F–1 Gather Student Data Using Formal Data-Collection Techniques
F–2 Gather Student Data Through Personal Contacts
F–3 Use Conferences to Help Meet Student Needs
F–4 Provide Information on Educational and Career Opportunities
F–5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G–1 Develop a School-Community Relations Plan for Your Vocational Program
G–2 Give Presentations to Promote Your Vocational Program
G–3 Develop Brochures to Promote Your Vocational Program
G–4 Prepare Displays to Promote Your Vocational Program
G–5 Prepare News Releases and Articles Concerning Your Vocational Program
G–6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G–7 Conduct an Open House
G–8 Work with Members of the Community
G–9 Work with State and Local Educators
G–10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H–1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H–2 Establish a Student Vocational Organization
H–3 Prepare Student Vocational Organization Members for Leadership Roles
H–4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H–5 Supervise Activities of the Student Vocational Organization
H–6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I–1 Keep Up-to-Date Professionally
I–2 Serve Your Teaching Profession
I–3 Develop an Active Personal Philosophy of Education
I–4 Serve the School and Community
I–5 Obtain a Suitable Teaching Position
I–6 Provide Laboratory Experiences for Prospective Teachers
I–7 Plan the Student Teaching Experience
I–8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J–1 Establish Guidelines for Your Cooperative Vocational Program
J–2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J–3 Enroll Students in Your Co-Op Program
J–4 Secure Training Stations for Your Co-Op Program
J–5 Place Co-Op Students on the Job
J–6 Develop the Training Ability of On-the-Job Instructors
J–7 Coordinate On-the-Job Instruction
J–8 Evaluate Co-Op Students' On-the-Job Performance
J–9 Prepare for Students' Related Instruction
J–10 Supervise an Employer-Employee Appreciation Event

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Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

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